DOCUMENT RESUME

ED 179 754 CE 023 418

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TITLE A Study to Identify Resources and Establish Guidelines for the Elimination of Sex Discrimination and Sex Stereotyping Practices in Vocational Education Programs. Final Report, November 1, 1978 through September 30, 1979.
INSTITUTION Nebraska Univ., Lincoln. Center for Business and Vocational Teacher Education.
SPONS AGENCY Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE 79
NOTE 56p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Counselor Attitudes; Educational Opportunities; *Equal Education; Guidelines; *Program Improvement; *Remedial Instruction; Secondary Education; Secondary School Counselors; *Sex Discrimination; Sex Role; Sex Stereotypes; Teacher Attitudes; *Vocational Education; Vocational Education Teachers

ABSTRACT

The purpose of this research project was to (1) identify vocational education program recruitment procedures and career counseling techniques which are free of sex discrimination and sex role stereotyping; (2) identify special remedial training requirements for nontraditional sex roles and develop for nontraditional programs appropriate procedures for scheduling, registering, and enrolling students; and (3) develop operational and implementation guidelines for elimination of sex bias and sex stereotyping. The project was conducted in five phases: reviewing literature to select survey instruments, selecting population to be surveyed, collecting and analyzing materials, developing guidelines and resources list, and conducting a second survey to compare the awareness levels of an experimental group with the control group to measure the effectiveness of the materials developed. Among the findings of the Attitude Toward Sex-Role Differentiation in Education survey was that counselors scored more liberal than the vocational teachers. Interviews with vocational educators indicated that all the teachers in their own area agreed that remedial help was needed for all nontraditional students entering their classes. (Appended material includes a proposal for the elimination of sex discrimination and sex stereotyping practices as they relate to vocational education, the survey instrument, and a resource file.) (LRA)

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FINAL REPORT

A STUDY TO IDENTIFY RESOURCES AND ESTABLISH GUIDELINES FOR THE ELIMINATION OF SEX DISCRIMINATION AND SEX STEREOTYPING PRACTICES IN VOCATIONAL EDUCATION PROGRAMS

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FINAL REPORT

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DR. BIRDIE H. HOLDER

UNIVERSITY OF NEBRASKA--LINCOLN

NOVEMBER 1, 1978 TO SEPTEMBER 30, 1979

NEBRASKA STATE DEPARTMENT OF EDUCATION

AND

NEBRASKA RESEARCH COORDINATING UNIT

LINCOLN, NEBRASKA

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Nebraska State Department of Education, Division of Vocational Education

ABSTRACT

Title of Project: A Study to Identify Resources and Establish Guidelines for the Elimination of Sex Discrimination and Sex Stereotyping Practices in Vocational Education Programs

Project Director: Dr. Birdie H. Holder

Applicant Organization: The University of Nebraska-Lincoln, The Center for Business and Vocational Teacher Education

Total Funds Requested: $7920

Duration of Project: 11-1-78 to 9-30-79

Statement of the Problem: The purpose of this research project was to 1) identify vocational education program recruitment procedures and career counseling techniques which are free of sex discrimination and sex role stereotyping; 2) identify special remedial training requirements for nontraditional sex roles and develop for nontraditional programs appropriate procedures for scheduling, registering, and enrolling students; and 3) develop operational and implementation guidelines for elimination of sex bias and sex stereotyping.

Objectives: The objectives of this project were 1) analyze materials on sex bias and sex role stereotyping to discover those suitable for counseling and vocational education; 2) identify for vocational educators and counselors recruitment procedures and counseling techniques that are free of sex bias; 3) identify vocational areas that need to develop special remedial training requirements; 4) develop scheduling, registration, and enrollment procedures for nontraditional programs; 5) develop operational and implementation guidelines for development of materials and media to supplement existing materials on elimination of sex bias and sex role stereotyping.

Procedures: The project consisted of the following five phases: 1) reviewing literature to select survey instrument; 2) selecting population to be surveyed; 3) collecting and analyzing materials; 4) developing guidelines and resources list; 5) conducting a second survey.

Recommendations: The A/SRDE survey indicated that the guidelines did have an impact upon those surveyed. These guidelines need to be made available for counselors and vocational educator's use. The vocational educators are more conservative in their attitudes toward sex-differentiation. Activities need to be offered which produce awareness of the need for equal educational opportunities. These activities could be achieved through workshops or classes. Materials are available that could be used in these activities. The resource list includes materials for this use.

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A STUDY TO IDENTIFY RESOURCES AND ESTABLISH GUIDELINES FOR THE ELIMINATION OF SEX DISCRIMINATION AND SEX STEREOTYPING PRACTICES IN VOCATIONAL EDUCATION PROGRAMS

Because sex discrimination and sex role stereotyping influence a student in more than just career choice, a number of attempts have been made to develop intervention programs which will minimize or eliminate these adverse influences. Generally, these efforts have resulted in programs in two categories: 1) curricular interventions and 2) school wide (or system wide) interventions.

Most of the attention in developing curricular interventions has been focused on creating new courses, activities, or programs which require students to re-examine their attitudes toward sex roles and careers and to explore alternate lifestyles. In the social studies area, Kuster, Grev, Gubbrud, and Lindquist (1972) developed a course on "Women in History" which incorporated several consciousness-raising activities. A similar effort in English was made by Wells (1973), who explained the procedures for developing a course that introduces students to alternate lifestyles through role models in fiction.

The intervention model developed by Birk and Tanney (1973), however, is not tied to any particular academic discipline. Rather, the model is a short (requires three one-hour sessions) set of activities designed to encourage girls in secondary schools to examine their attitudes towards women's roles and to explore nontraditional roles. More recently, Christensen, Romero, and Schmeling (1977) have published nontraditional

career education materials for rural schools. Included are activities for self exploration, decision making, and life planning.

School-wide (or system-wide) intervention programs exhibit more variety than do curricular intervention programs. For example, Tuckman (1974) proposed to tie career development to the eight stages of a child's behavioral development by introducing appropriate themes and vocational material at each stage. The University of Houston's Project EVE (Equal Vocational Education) employed a more direct approach--recruitment of female junior high students into male-dominated vocational courses (Lerner, Bergstrom, and Champagne, 1976). In other projects, attention has been focused on remedying teacher biases and misconceptions. A good example is Ricks and Pyke (1973) which recommends, among other things, that parent groups attack sex role problems and that schools experiment with different combinations of adult "school teams" (e.g., female administrator/male secretary).

One of the most comprehensive programs in the system-wide category is the BORN FREE Project (Hansen and Keierleber, 1978). Termed a Collaborative Consultation Model for Career Development and Sex-Role Stereotyping, this project seeks "to create educational environments that encourage students to freely explore and pursue the wide range of career and life-style options potentially available to them" (p. 395). The intent of the program is to heighten the awareness of teachers, parents, and students to the nature and effects of sex discrimination and sex role stereotyping through films and packets of materials appropriate for in-service training. According to Hansen and Keierleber (1978), "BORN FREE [Build Options, Reassess Norms, and Free Roles through Educational Equity] is a concept that suggests that boys and girls are born free of the stereotypes about what they can do and that their attitudes about career choices

and roles are affected by the significant influences in their lives, including educators" (p. 395).

Another comprehensive intervention model is the Minnesota Career Development Curriculum (CDC), developed from 1970-1975 by a team of faculty and graduate students at the University of Minnesota. This is a program which

> (a) builds on career development theory and developmental psychology as its rationale,
> (b) provides a conceptualization based on the changing nature of individuals and the environment,
> (c) systematically attends to both content and process, and
> (d) offers a framework for practice and research and useful direction for counselor intervention in emerging programs. (Hansen and Tennyson, 1975, p.641)

Provided in the CDC is a variety of strategies, ranging from counseling to exploratory work experiences to exposure to nontraditional role models, which can be selected for specific goals and objectives.

ACTIVITIES AND ACCOMPLISHMENTS

Problem Under Consideration

The purpose of this research project was to 1) identify vocational education program recruitment procedures and career counseling techniques which are free of sex discrimination and sex role stereotyping; 2) identify special remedial training requirements for nontraditional sex roles and develop for nontraditional programs appropriate procedures for scheduling, registering, and enrolling students; and 3) develop operational and implementation guidelines for elimination of sex bias and sex stereotyping.

Objectives. The specific objectives of this study were:

1. Analyze materials available for the reduction of sex discrimination and sex role stereotyping to determine those which are appropriate for use in counseling and vocational education programs.

2. Identify for secondary vocational educators and counselors recruitment procedures and career counseling techniques which are free of sex bias.
3. Identify those vocational areas which need to develop special remedial training requirements for students whose enrollment represents the adoption of a nontraditional sex role.
4. Develop for nontraditional programs appropriate procedures for scheduling, registering, and enrolling students.
5. Develop operational and implementation guidelines for the elimination of sex discrimination and sex role stereotyping.
6. Develop materials and media needed to supplement those already available for the reduction of sex discrimination and sex stereotyping in career counseling and vocational education programs.

Procedures

The procedure of this project consisted of four phases to accomplish the objectives stated. The first phase of the project was to conduct an extensive review of literature for the selection or adoption of a survey instrument to be administered to secondary counselors and vocational educators. This survey was conducted to assess the awareness of the extent to which sex discrimination and sex stereotyping is present in secondary vocational educators and counselors today.

The literature search was continued to discover the types of materials and media available on the sex bias/sex stereotyping topic pertaining to recruitment, scheduling, registration and enrollment procedures related to vocational training.

The second phase of the project was the selection of the population to be surveyed. First, a list of secondary counselors and vocational educators was obtained from the State Department of Education. The names

in the population were divided according to the eight districts that the state of Nebraska is divided into. Using a table of random numbers, a random sampling of 100 counselors and 100 vocational educators was accomplished. After the population was selected, the survey was conducted. Using the results of the survey and the information obtained from the review of literature, the project directors 1) collected materials and media, and 2) analyzed materials and media to accomplish stated goals.

The next phase of this project was 1) the development and assembling of guidelines and a resource list, and 2) the selection of an experimental group. This experimental group was randomly selected from the initial survey population.

The fourth phase of the project was the dissemination of guidelines and resource list to the experimental group. After the experimental group reviewed the guidelines and resource list, a second survey was conducted. The second survey compared the awareness levels of the experimental group with the control group to measure the effectiveness of the materials reviewed (the control group was those members of the initial survey group who were not exposed to the guidelines and resource list).

RESULTS

The results of the evaluation of the guidelines, the surveys, and the special remedial training interviews were enlightening and in some ways surprising.

Guidelines

Materials for the reduction of sex discrimination and sex role stereotyping were obtained and reviewed for their appropriateness for the counseling and vocational education programs. From this review,

guidelines were developed for use by secondary vocational educators and counselors. (See Appendix A) These guidelines included:

1. guidelines for administrators and counselors
2. recommended goals for vocational educators and counselors
3. appropriate procedures for scheduling, registering and enrolling students
4. a checklist of biased behaviors by administrators, counselors, and teachers

Throughout the guidelines, the respondents were asked to evaluate the attached materials by circling one of the four responses:

4	3	2	1
Accept	Accept with Reservations	Accept with Revisions	Reject

Comments were requested if #1, #2, or #3 were circled.

A 90 and 80 percent return of the guidelines were received by the teachers and counselors respectively. A mean was established for each item that was evaluated. It was determined that any item that rated a 2.0 mean or below would be eliminated or revised. The responses far exceeded our pre-determined mean. The lowest mean was 2.36. Nineteen of the 22 responses were above 3.13.

Below were the established means:	Means
1. Recommended Guidelines	3.93
2. Recommended Goals:	
a. Locate vocational education schools in area (including sex-segregated schools, high schools with vocational education programs or courses).	3.93
b. Research numbers of boys in traditional girls' courses and vice versa.	3.4

	Means
c. Look through promotional material for the particular school to see if they show boys doing only "boys' work" and vice versa. Check pictures as well as language.	3.4
d. Find out if male guidance counselors counsel only/mostly boys and female counselors advise mostly girls.	3.13
e. Determine if school makes any <u>real</u> attempt to inform students about wide range of course opportunities and employment categories.	3.66
f. Find out who is state official in charge of administering state vocational education sex equity programs.	3.28
g. Request the state plan (either one year or five year plan) for vocational education.	3.26
3. Appropriate Procedures:	
a. All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents rather than on their sex.	3.93
b. Students should not be discouraged from taking any class because of their sex.	3.93
c. Students should be encouraged to consider career options not traditionally associated with their sex. (This should occur not only in individual counseling late in high school, but also in a coordinated career development program beginning at least as early as the middle years.	3.6
d. Career materials should be free from sex-bias.	3.66
e. Work/study experiences should not be assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.	3.73
f. Vocational preference tests should not have separate forms or separate marking keys for females and males.	3.23
g. Every standardized test should state clearly the population on which it was normed (including sex breakdown) and the uses to which it may validly be put.	3.86

	Means
h. Standardized test items should avoid sex stereotypes in the content of problem statements.	3.86
i. Personal counseling should place emphasis on individual characteristics rather than traditional masculine or feminine roles.	3.93
j. College counseling should provide the student with knowledge of different types of post-secondary programs and institutions.	4.0
k. Special programs (such as role model seminars and workshops on family relationships, career aspiration and career problems) are provided to help overcome the effects of past discrimination.	3.53
4. Checklist:	
a. Evaluation of Staff	2.6
b. Evaluation of Students	2.63
c. Evaluation of Students	2.36

The received comments were positive and offered little alteration to the developed guidelines.

Survey

The Attitude Toward Sex-Role Differentiation in Education (A/SRDE)* survey was selected for use in this project. (See Appendix B)

This questionnaire consisted of a 45-item Likert-type scale with statements about behaviors or social positions that might be deemed appropriate for females and/or males. The participants in the sample were asked to indicate the degree of their agreement or disagreement with each statement on a five-point scale ranging from "strongly agree"

*Davis, William, Ann Engin, Richard Podemski, and Paula Silver. Tulsa, Oklahoma: University of Tulsa, Center for Multi-disciplinary Research on Women, 1976

to "strongly disagree." The questionnaire included statements favoring sex-role equalization as well as favoring sex-role differentiation.

On the established rating scales, the responses were divided as conservative, midpoint, or liberal. These divisions were conducted for the total score and for each of the following factors:

Factor 1, General Traditionalism-statements which concern traditional patterns of male dominance in various aspects of society, including education, politics, domestic relationships, the professions, and recreation.
Factor 2, Professional Opportunities-items bearing upon recruitment, selection, promotion, and renumeration of women and men in the professions.
Factor 3, Sex Segregation-statements related directly or indirectly to sex segregation in class assignments of students.
Factor 4, Political Action-items related to various forms of group action designed to bring about greater equality between the sexes.
Factor 5, Language Usage-items pertaining to forms of address and speech patterns.
Factor 6, Social Etiquette-statements concerning behaviors which individuals, in contrast to groups, might exhibit in their social interactions. (William Davis, et. al.)

The survey was mailed to a random sample of 100 vocational educators and 100 counselors in Nebraska. A 63 percent return was received by the counselors and a 52 percent return by the vocational educators.

The initial survey produced the following ratings:

THE ATTITUDE TOWARD SEX-ROLE DIFFERENTIATION IN EDUCATION SURVEY

	Counselors			Teachers		
Subject	C	M	L	C	M	L
Traditionalism		1.6%	98.4%	11.5%	1.9%	86.5%
Professional Opportunities	47.6%	6.3	46.0	84.6	5.8	9.6
Sex Segregation	4.8	1.6	93.7	5.8	5.8	88.5
Language Usage	44.4	14.3	41.3	61.5	21.2	17.3
Social Etiquette	14.3	4.8	81.0	28.8	15.4	55.8
Political Action	25.4		74.6	50.0	5.8	44.2
Total	9.5%		90.5%	30.8%		69.2%

The counselors scored more liberal than the vocational teachers. This may be due to the counselor's experience or awareness of how one should respond to attitude surveys.

Before the second survey was conducted, a random sampling of the original population was mailed the developed guidelines to evaluate. Following this mailing, the attitude survey was administered a second time to all those who participated initially. The second mailing resulted in a 36.6 percent and a 43.3 percent return by teachers and counselors respectively. A 90 and 80 percent return was received from the teachers and counselors who reviewed the guidelines.

On the following page are the results of the second survey.

THE ATTITUDE TOWARD SEX-ROLE DIFFERENTIATION
IN EDUCATION SURVEY

Teachers

	Control			Guidelines		
Subject	C	M	L	C	M	L
Traditionalism	6.1%		93.9%			100.0%
Professional Opportunities	63.6	12.1%	24.2	66.7%		33.3
Sex Segregation	9.1		90.9			100.0
Language Usage	66.7	12.1	21.2	55.6	22.2	22.2
Social Etiquette	27.3	12.1	60.6	11.1		88.9
Political Action	39.4		60.6	33.3		66.7
Total	18.2%	3.0%	78.8%			100.0%

Counselors

	Control			Guidelines		
Subject	C	M	L	C	M	L
Traditionalism			100.0%			100.0%
Professional Opportunities	48.7%	2.6%	48.7	37.5%		62.5
Sex Segregation	2.6		97.4			100.0%
Language Usage	43.6	12.8	43.6	50.0		50.0
Social Etiquette	12.8	7.7	79.5		12.5	87.5
Political Action	23.1		76.9		12.5	87.5
Total	15.4%	2.6%	82.1%			100.0%

The vocational educators again scored more conservative than the counselors. Both teachers and counselors who had reviewed the guidelines scored noticeably more liberal than the control group who had not reviewed the guidelines.

While conducting the attitude survey, vocational educators were interviewed as to the need for special remedial assistance. The following section deals with the interviews and their results.

Special Remedial Training

Non-traditional students are defined as students of one sex who are enrolled in a class traditionally composed of members of the opposite sex. For example, a female student in an industrial class or a male student in a home economics class.

Library references were researched and high school vocational teachers were interviewed as to how they perceived the need of the non-traditional student.

Questions included in the interview were:

1. What remedial help is needed by all your students?
2. Do you teach both girls and boys in your classes?
3. What remedial help does the non-traditional students (male and female) students need?
4. What differences do you perceive between traditional and non-traditional students in performance, skills, etc. How do you help them feel a part of the class?
5. What materials could you use to help you or your non-traditional student?

Those interviewed were mixed whether remedial materials were needed. Some used junior high material; others stated that when a non-traditional student enrolled in the junior or senior year, they didn't have the background. However, all the teachers in their own area agreed remedial help was needed for all students entering their class. For example, industrial arts (IA) instructors felt that their students lacked the needed mathematics and measurement skills. Business education teachers said that

students needed remedial help in punctuation, grammar, spelling, basic math, and typing skills. All the teachers pointed to reading as a big problem. The students also seem to have trouble concentrating on and understanding what they read.

CONCLUSIONS

Because educators are in a very influential role, their attitudes are an important factor to vocational education students to achieve equal educational opportunities. The findings of this proposal suggest factors that need to be addressed.

First, the guidelines developed were acceptable for counselors and vocational educators.

Second, the A/SRDE survey results indicated that vocational educators were more conservative than counselors. The individuals who reviewed the guidelines were more liberal than the control group. Of those who reviewed the guidelines, the vocational educators were still more conservative than the guidance counselors who reviewed the guidelines.

Third, changes are needed by the teachers and counselors to achieve equal educational opportunities.

If sex role stereotyping in occupational education classes or programs are to be eliminated, teachers and counselors must:

Examine their own biases.
Be convinced that non-traditional students can find jobs.
Explore non-traditional career options with their students.

Finally, the search of literature produced a list of applicable references. A resource list is included in Appendix C.

RECOMMENDATIONS

The A/SRDE survey indicated that the guidelines did have an impact upon those surveyed. These guidelines need to be made available for counselors and vocational educator's use.

The vocational educators are more conservative in their attitudes toward sex-differentiation. Activities need to be offered which produce awareness of the need for equal educational opportunities. These activities could be achieved through workshops or classes. Materials are available that could be used in these activities. The resource list includes materials for this use.

Recruiting non-traditional students is the first step to developing a sex-fair occupation program. Some possible steps are:

1. Require introductory or exploratory courses at the seventh and eighth grade level
2. Change course titles to interest all students
3. Encourage parents to recognize the value in non-traditional courses

APPENDIX A

PROPOSAL FOR THE ELIMINATION OF SEX DISCRIMINATION
AND SEX STEREOTYPING PRACTICES
AS THEY RELATE TO VOCATIONAL EDUCATION

Operational and implementation guidelines for secondary vocational educators and counselors will assist in the reduction of sex discrimination and sex stereotyping in career counseling in vocational education programs.

The following are recommended guidelines for administrator and counselors:

1. ASSESS THE PROBLEM. Studies of sex stereotyping in occupational and career education, including job placements, should be undertaken at the national, state and local levels.

2. REVISE CURRENT PRACTICES. Any practices which contribute to the problem rather than to the solution should be changed. Encourage all personnel to comply with the spirit as well as the letter of anti-sex-discrimination legislation.

3. DEVELOP MATERIALS AND PROGRAMS FOR STUDENTS. Curriculum materials and courses of study should be designed which will instruct students, male and female, about the changing career patterns of women in the United States and the relative advantages, to women, of seeking careers in male dominated fields. Programs should address both the cognitive and affective aspects of attitudes toward women and work.

4. DEVELOP MATERIALS AND PROGRAMS FOR FACULTY MEMBERS. In-service training programs and supplementary materials should be developed for administrators, teachers, and guidance counselors and appropriate noninstructional personnel to inform them about the changing career patterns of women and the problem of sex role stereotyping of jobs.

5. IMPLEMENT NEW PROGRAMS. Having developed materials for students and faculty, provide the time and resources necessary for effective implementation. Assess changes in attitudes resulting and revise instruction as indicated.

6. PUBLICIZE SUCCESS. Make others aware of employment opportunities which transcend sex-role stereotypes and publicize successful placements in such jobs. Use in-house publications,

public meetings, the press, professional organizations, community organizations, conventions and other opportunities to inform peers and the public about ways in which sex role barriers to employment can be overcome.[1]

To assist in the process above the establishment of various goals--immediate, intermediate and long range--is important for any vocational program to insure sex equity.

Listed below are recommended goals for vocational educators and counselors to reduce sex discrimination and sex stereotyping in vocational programs.

1. Locate vocational education schools in area (including sex-segregated schools, high schools with vocational education programs or courses);
2. Research numbers of boys in traditional girls' courses and vice versa;
3. Look through promotional material for the particular school to see if they show boys doing only "boys' work" and vice versa. Check pictures as well as language;
4. Find out if male guidance counselors counsel only/mostly boys and female counselors advise mostly girls;
5. Determine if school makes any real attempt to inform students about wide range of course opportunities and employment categories;
6. Find out who is state official in charge of administering state vocational education sex equity programs;
7. Request the state plan (either one year or five year plan) for vocational education.[2]

The meaning of counseling varies somewhat depending on whether it is being applied to basic education (K-12) or to higher education. In the first 12 grades, counseling is frequently considered one part of a broad guidance theory. This may include: the choosing of programs of study, the selection and scheduling of courses, maintenance of study

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[1]Steiger, JoAnn M., Vocational Preparation For Women: A Critical Analysis (McLean, Virginia: Steiger, Fink & Smith, 1974), p. 17.

[2]Women's Rights Project, How to Erase Sex Discrimination in Vocational Education (New York: American Civil Liberties Union Foundation, 1977), pp. 28-29.

records, college and/or job placement, counseling for personal and/or learning problems, health care, and discipline. These activities are normally conducted by an identifiable team of professionals called the pupil personnel staff.

Often, institutions of higher education have no coordinated program of counseling services. Health services are available from the infirmary. Academic counseling is a function of the dean's office (usually delegated to individual faculty advisers). Personal counseling may be accessible either through a counseling center or, recently, through a student-staffed hot-line facility. The college placement office maintains career-related credentials. Rarely are more than two or three of these activities integrated.

Because of these differences, it is helpful to consider this aspect of education separately for basic and for higher education.

Guidance functions are likely to touch all students at some time or another - in the form of career counseling, testing, personal consultation, or some other way. It is extremely important that neither the methods nor the tools show sex-bias. Following are some of the elements of guidance which should be reviewed. Where bias is found, appropriate remedial action should be taken:

* All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents rather than on their sex.

* Students should not be discouraged from taking any class because of their sex.

* Students should be encouraged to consider career options not traditionally associated with their sex. (This should occur not only in individual counseling late in high school, but also in a coordinated career development program beginning at least as early as the middle years.)

* Career materials should be free from sex-bias.

* Work/study experiences should not be assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.

* Vocational preference tests should not have separate forms or separate marking keys for females and males.

* Every standardized test should state clearly the population on which it was normed (including sex breakdown) and the uses to which it may validly be put.

* Standardized test items should avoid sex stereotypes in the content of problem statements.

* Personal counseling should place emphasis on individual characteristics rather than traditional masculine or feminine roles.

* College counseling should provide the student with knowledge of different types of postsecondary programs and institutions.

* Special programs (such as role model seminars and workshops on family relationships, career aspiration and career problems) are provided to help overcome the effects of past discrimination.[3]

A checklist of biased examples for administrators, counselors, and teachers is included on the next two pages. These examples will assist educators in assessing their own techniques in sex discrimination and sex stereotyping.

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[3]Pennsylvania Department of Education, Self-Study Guide to Sexism in Schools (Harrisburg, Pennsylvania: Department of Education, 1975), pp. 31-32.

CHART OF
MANIFESTATIONS OF SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION
WITH CORRESPONDING EXAMPLES[4]

ADMINISTRATORS	COUNSELORS	TEACHERS
ADMINISTRATIVE POLICIES AND PROCEDURES	COUNSELING PROCEDURES AND PRACTICES	INSTRUCTIONAL PRACTICES
- excluding males from home economics and females from industrial arts	- suggesting to males that they enroll in industrial arts; females, in home economics	- dividing students into single sex groups for instruction
- scheduling classes in home economics which are made up of all male or all female students	- channeling students into sex-traditional vocational classes/programs on the basis of data from sex-biased interest inventories	- giving male and female students different assignments solely on the basis of their sex
- assigning males to administrative tasks		
PRINT AND NONPRINT MATERIALS USED FOR COMMUNICATION WITH COMMUNITY, STAFF, OR STUDENTS	COUNSELING MATERIALS AND TESTS	TEXTS AND INSTRUCTIONAL MATERIALS
- showing only photographs of teachers in sex-traditional instructional areas in a staff recruiting brochure	- showing photographs of students only in sex-traditional areas in program recruiting brochures	- showing photographs of students only in sex-traditional areas or roles in texts and instructional materials
- using sexist language such as the generic "man" (as in "chairman or "shop forman")	- using sexist language such as the generic "man" in occupational titles such as repairman, fireman, salesman	- sexist language such as the generic "man" as in "student foreman," "service man," "insurance man"
INTERACTION WITH STAFF AND STUDENTS-VERBAL AND NONVERBAL	INTERACTION WITH STUDENTS - VERBAL AND NONVERBAL	INTERACTIONS WITH STUDENTS - VERBAL AND NONVERBAL
- complimenting female staff primarily for their appearance; male staff, for job performance	- praising students for sex stereotypic behaviors: males for being "mechanical;" females for being neat	- supporting female students primarily for positive social behavior and appearance while supporting males for academic and vocational achievement

- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite-sex staff members

BEHAVORIAL EXPECTATIONS SET FOR STAFF AND STUDENTS

- expecting male teachers to be better disciplinarians, therefore assigning only males to monitor situations in which trouble mightdevelop

- expecting female teachers to be emotional under pressure; male teachers, to be stoic

EVALUATION OF STAFF

- evaluating male and female teachers using different criteria (e.g., evaluating males for initiative, females for ability to take directions)

- showing preference for staff of one sex by giving them more positive evaluations (e.g., recommending only males for administrative training)

- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite-sex students

BEHAVORIAL EXPECTATIONS SET FOR STUDENTS

- expecting males to be more career oriented than females, therefore de-emphasizing career decision-making for females

- expecting female students to be emotional under pressure; male students, to be stoic

EVALUATION OF STUDENTS

- drawing different conclusions from identical data for female and male students (females should consider dental hygiene; males, dental lab technician work)

- making different recommendations regarding need for student support services solely on the basis of sex (e.g., recommending only males for cooperative employment programs)

- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite-sex students

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

- expecting males to be more able than females to handle responsibility, therefore assigning more leadership roles to male students

- expecting female students to be emotional under pressure; male students to be stoic

EVALUATION OF STUDENTS

- using different criteria for grading female and male students (e.g., grading males for initiative, females for neatness)

- showing a preference for students of one sex simply by giving them higher grades for comparable performance

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[4]McCune, Shirley and Martha Mathews, Implementing Title IX and Attaining Sex Equity: A Workshop Package For Elementary-Secondary Educators, (Washington: Department of Health, Education, and Welfare, 1978), pp. 12-13.

APPENDIX B

ATTITUDES TOWARD SEX-ROLE DIFFERENTIATION IN EDUCATION (A/SRDE)

DIRECTIONS

1. Remove the "A/SRDE Answer Sheet." Respond to all items on the Answer Sheet only.

2. Indicate your own opinion of each statement on the questionnaire by drawing a circle around the appropriate number for each item on the Answer Sheet according to the following code:

   1 = strongly agree
   2 = agree
   3 = neither agree nor disagree
   4 = disagree
   5 = strongly disagree

3. Return the Answer Sheet only to the data collector, or use it for self-scoring.

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*Davis, William, Ann Engin, Richard Podemski, and Paula Silver. Tulsa, Oklahoma: University of Tulsa, Center for Multidisciplinary Research on Women, 1976.

Attitudes Toward Sex-Role Differentiation Education

1. If women were mayors, our cities would be in even worse shape than they are in now.
2. It is all right for girls to be "tomboys," but they should change their behavior when they become teenagers.
3. "Chairperson" should be used in preference to "Chairman."
4. To correct sex-related imbalances, special efforts should be made to recruit women to serve as school principals.
5. Husbands should have job skills that are easily transferrable so that they can find work wherever their wives find attractive career opportunities.
6. We should do away with such titles as Mrs. and Miss because a woman's marital status is not relevant to her professional interactions.
7. Eliminating sex bias should be a major goal of the schools right now.
8. High school students who are pregnant should be counseled to discontinue attending classes temporarily.
9. Girls should be taught how to be assertive.
10. The Preamble to the Declaration of Independence should be changed to read: We hold these truths to be self-evident, that all people are created equal .....
11. Women who use crude language and tell off-color jokes are more unseemly than men who do the same.
12. There should be a greater number of female athletes in spectator sports.
13. More women should be principals and superintendents so that girls will have good role models.
14. Male dominance in leadership positions is really inevitable.
15. It is reasonable to grant more scholarships in science, engineering and mathematics to boys than to girls.
16. Fighting is okay for boys but not for girls.
17. Husbands who do some of the housework are being generous to their wives.
18. Consciousness raising about sexism should be part of the school curriculum.
19. When job applicants for administrative positions are equally qualified, the employer should choose the woman rather than the man.
20. The fact that most textbooks are sex biased is not really important.

21. The school system should seek to hire male clerks and secretaries so as to correct sex-related imbalances in employment.

22. Boys should have better opportunities than girls to participate in extra-curricular activities, since this is training for later leadership positions.

23. "Real men" were not "sissies" as boys.

24. People should seek to patronize female professionals (doctors, lawyers, etc.) so as to help women become economically successful.

25. In order to have political equality in this country, about half the mayors, senators and governors should be women.

26. Men are naturally less emotional than women.

27. Gym classes in elementary school should not be co-educational.

28. If a woman wants to get ahead, she should not be very assertive.

29. Women actually have a much easier life than men.

30. People should use coordinated political action, when reasoning fails, to gain equal rights for women.

31. Child care leave for teachers should be provided for new fathers as well as for new mothers.

32. Married women should not be hired for jobs that require extensive travel.

33. It is only fitting that men have the political power in this country.

34. Television shows and commercials should be changed to represent more active, intelligent women in leadership positions.

35. Engineering and mathematics are essentially masculine fields.

36. Women are generally worse automobile drivers than men are.

37. Politics is too rough and dirty a business for a woman.

38. A man teaching home economics is laughable.

39. College education is less important for girls than for boys.

40. Girls should be discouraged from seeking careers in automotive mechanics.

41. Married women who want to work, even when it isn't an economic necessity, have something wrong with their marriages.

42. Women are more attractive when they are gentle and softspoken than when they are assertive and outspoken.

43. People should boycott business enterprises in which employment sex discrimination is practiced.

44. Vocational counseling is actually more important for boys than for girls.

45. Gym classes in high school should not be co-educational.

APPENDIX C

RESOURCE FILE

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TITLE OF PROGRAM REPORTED	NAME AND ADDRESS OF INSTITUTION (City, State Zip Code)
Proposal for the Elimination of Sex Discrimination and Sex Stereotyping Practices as They Relate to Vocational Education	University of Nebraska

	Budgeted	Expended	Balance
A. Direct Costs			
1. Director	$1,301.00	$1,473.55	($172.55)
2. Assistant Director	2,227.00	2,130.26	96.74
3. Secretarial and Clerical	1,556.00	1,472.91	83.09
4. Full-Time Instructors			
5. Part-Time Instructors			
6. SUBTOTAL NON-SALARIES (Sum of Lines 1-5)	5,084.00	5,076.72	4.28
B. Other Direct Costs			
7. Employee Services and Benefits			
8. Employee Travel	500.00	361.01	138.99
9. Office Supplies, Duplicating, Publicity, Communications	1,750.00	1,165.57	584.43
10. Instructional Supplies, etc.			
11. Lecturers and/or Consultants			
12. Consultant and Participant Travel			
13. Evaluation			
14. SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 7-13)	2,250.00	1,526.58	723.42
15. TOTAL DIRECT COSTS (Sum of Lines C and 14)	7,334.00	6,603.30	730.70
C. Other			
16. Total Stipend Support			
17. TOTAL DIRECT AND STIPEND COSTS (Sum of Lines 15 and 16)			
18. Indirect Costs 8% TDC	586.00	528.26	57.74
19. GRAND TOTAL (Sum of Lines 17 and 18)	$7,920.00	$7,131.56	$788.44

TYPED NAME OF DIRECTOR	SIGNATURE OF DIRECTOR	DATE SIGNED
Dr. Birdie H. Holder	Birdie H. Holder	11-1-79
TYPED NAME AND TITLE OF FINANCIAL OFFICER	SIGNATURE OF FINANCIAL OFFICER	DATE SIGNED
Maribeth Bergdolt, Grants Accountant Grants & Contracts	Maribeth Bergdolt	11-1-79